



MYP 5: Starting 2024/2025

Today BISM offers the International Baccalaureate (IB) Programme for Primary Years and Middle Years studies with MYP4 as the final year. We are now adding MYP5 to our academic programme for the academic year 2024/2025, for the complete MYP experience. This means that we would have the complete Middle Years Programme with all components, including the Personal Project as the culminating learning activity.

The MYP is a programme that encourages students aged 11-16 to make practical connections between their studies and the real world, using project based learning and metacognition as valuable tools. By adding MYP5 to the BISM curriculum, the students will be even better prepared for continued studies through the internationally acclaimed IB Diploma Programme (DP) or IB Career-related Programme (CP), as well as for studies at a Swedish "gymnasium", or any other high school programme worldwide. They will be able to improve their academic language, and will also have an extra year to improve on their French or Spanish skills, thus having a greater chance of reaching a level 3 in phase 3 for a minimum of 19 merit points for these languages.

At a time when students are establishing their identity and building their self-esteem, the MYP can motivate students and help them to achieve success in school and in life beyond the classroom. With the addition of MYP5 all students can be ready for the next chapter on their educational journey, and will already here at BISM have experienced many of the challenges of studying at a high school level.

By offering MYP5, our students will also have the advantage of being appropriately age prepared for Swedish high school (Swedish compulsory schooling is from the year you turn 6 until the year you turn 16).

As part of the MYP5 curriculum, we will introduce parts of the IB DP subject Theory of Knowledge, which focuses on metacognition, ways of knowing and areas of knowledge; through contexts, contexts and global perspectives; developing abilities to approach issues from a multitude of angles and "thinking outside the box".

The students will receive particular individual attention in smaller subject groups.

We are also planning a culminating trip at the end of MYP 5, for an enriched academic, social and cultural learning experience.

In MYP5 the students will receive a laptop, which is an upgrade that is used in High Schools, for more efficient learning and readiness for the next chapter.

The fee for MYP 5 is the same as for all other MYP years.

For registration, use the link below or contact our admissions officer rebecca.andess@bladins.se
<https://www.bladins.se/bism/admissions/application/>

On the following pages you will find an overall summary of the content of the MYP 5 subjects, as well as FAQ.

Kind regards,

Anders Hjelm

Head of School



Frequently Asked Questions (FAQ)

Which grade corresponds to MYP 5?

The structure and admission policy in our school follow the Swedish Compulsory Grundskola, with Förskoleklass-Grade 9 (PYP1-MYP5) for the ages 6 to 16, where MYP 5 corresponds to Grade 9.

If I choose to do MYP 5, what is my next academic step?

You can apply to any High School in Sweden or elsewhere, including the IB Diploma Programme at Borgarskolan (which is 3 years, as of Swedish High School requirements)

My child was born in 2008, can he still attend MYP 5?

That is possible, but just in case contact the school so we can check this on an individual basis.

Is MYP 5 mandatory?

MYP 5 is a recommended option, and will in the future be part of the school's complete IB Continuum, and the compulsory 10 school years in a Swedish context.

How will the teaching be conducted? How does it adapt if the group becomes very small (only a few students)? Will MYP 5 go in the same class with MYP 4?

The MYP5 class is taught as its own entity, even with few students, with the exceptions of the Language Acquisition classes (French, Spanish), since they are grouped according to language proficiency levels; and PHE.

Are there any requirements for admission to MYP 5?

There are no specific requirements for MYP5 admissions, apart from a functional level of English.

My child wants to go to MYP5 but has applied to high school. What do we do now to register for MYP 5 instead?

Please register as soon as it is possible, to secure a place. However, admissions will be open until the class is filled. Also, contact our Guidance Counselor, and/or Admissions Officer for more assistance.



MYP 5 CURRICULUM

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

The programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

Teaching and Learning within the MYP at BISM

The Middle Years Programme is designed to challenge teenagers in several ways. As part of the Middle Years Programme, students at BISM are given an awareness of the ever-changing world through a challenging and demanding curriculum, fostering an appreciation and a love for learning. The curriculum at Bladins enables students to make connections between the subjects and the concepts taught, in the context of today's world.

Together with the IB Learner Profile attributes <http://www.ibo.org/en/benefits/learner-profile/>, our students are encouraged to inquire, take action, and reflect on their learning. Through a conceptual approach to teaching and learning students are taught how to view subject content through a variety of frameworks and make associations between subjects.

The programme allows students to build on their strengths and embrace challenges in subjects in which they might not excel. The MYP offers students opportunities to develop their potential, explore their learning preferences, take appropriate risks, and reflect on, and develop, a strong sense of personal identity. (MYP: From Principles into Practice, 2014)

As part of an IB education, the MYP programme fosters inclusivity, ensuring that all IB learners can excel. This means that the school strives to use universal design for learning to remove the barriers to learning that students may face. Additionally, a dedicated team of professionals supports students facing additional barriers so that they can be successful in their learning journey. Finally, the school places a strong emphasis on a holistic view of the individuals, ensuring the provision of timely and appropriate support during their school life..



LANGUAGE & LITERATURE

Language and Literature in MYP5 will include creative writing and engagement with classic texts. From these texts and creators, students will be mastering skills of analyzing and text creation. Texts studied will include those written by "classic" writers as well as political texts, films, and non-literary texts. We will write extended pieces of creative writing and essays and do presentations to show understanding and appreciation.

Unit Title	Content
<p>Unit 1: Novella</p>	<p>Characterization, Plot Structure, Conflict, Theme. Students will write their own novella incorporating the skills they have acquired over the MYP years.</p>
<p>Unit 2: Classic Novel Study</p>	<p>Cultural context and its influence on writers. What forces are at work to inspire the creation of creative works of distinction? What inspires us at the time of creation?</p>
<p>Unit 3: Polemics/Political Writings</p>	<p>Analyzing the ways by which political writers attempt to convince through literary devices. What makes a speaker or writer convincing?</p>
<p>Unit 4: Echoes</p>	<p>Working with mimicking author writing styles to create original pieces by students. You take on the role of a famous writer by writing in their style</p>



LANGUAGE ACQUISITION

Language Acquisition in MYP5 will offer students an opportunity to further enhance their language skills. Throughout the course, students will explore advanced topics related to health, career planning, global issues, and literature, all while improving their reading, writing, speaking, and listening abilities. Through interactive activities, discussions, and projects, students will deepen their understanding of the language and its cultural nuances.

Unit Title	Content
<p>Unit 1: Healthy lifestyle</p>	<p>Thematic vocabulary on health and healthy lifestyle (food, exercise, mindfulness, addictions: drugs and alcohol)</p>
<p>Unit 2: My Professional Future</p>	<p>Vocabulary and expressions related to professions, job/ apprenticeship applications, and job interviews Writing cv/ cover letter</p>
<p>Unit 3: The world around us</p>	<p>Vocabulary and expressions on sustainability, climate change, natural disasters, environmental problems and solutions. Writing a formal letter</p>
<p>Unit 4: Literary Horizons</p>	<p>Exploration of context, character, setting and a focus on theme Writing summaries Conducting a book talk Making assumptions about a possible course of the story</p>



MATHEMATICS

The MYP 5 mathematics framework encompasses numbers, algebra, functions, geometry and trigonometry, statistics, and probability. Students in the MYP5 can choose between *standard* and *extended* mathematics. They learn how to represent information, to explore and model situations, and to find solutions to familiar and unfamiliar problems.

Unit Title	Standard Mathematics Content	Extended Mathematics Content
Algebra and numbers	<ul style="list-style-type: none"> -Revision of Number systems: N, Z, Q, Q', R -Laws of exponents -Direct and inverse proportions - Simplifying radicals - Simple interest and Compound Interest - Representing inequalities, including compound inequalities 	<ul style="list-style-type: none"> -All topics from standard course plus extension: - Accuracy, Scientific Notation, Financial Mathematics, -Algebraic Fractions, Operations with radicals, -Simplifying algebraic fractions -Logarithms. - Absolute value -Arithmetic and geometric sequences
Functions	<ul style="list-style-type: none"> - Mapping, Function Notation, Linear, Quadratics, Cubic, Exponential, Rational, Polynomial functions and models -Applications and limitations of mathematical models 	<ul style="list-style-type: none"> -All topics from standard course plus extension: -Transformation of functions, (translation, stretch, reflection). - Discriminant, roots of quadratic equations - Solving Quadratic Inequalities; Cubic functions and equations; -Exponential equations and functions.
Geometry and Trigonometry	<ul style="list-style-type: none"> -Angles of Polygons, perimeter and area of 2D figures, surface area and volume of 3D solids -Vectors -Similarity and congruence -Right-angle triangle trigonometry (SOHCAHTOA) 	<ul style="list-style-type: none"> -All topics from standard course plus extension: -Trigonometric functions and equations -Non-right angled triangle trigonometry (sine and cosine rule, area of a triangle using trigonometry) -Application of Trigonometry Graphs, Circle Theory, -Unit circle -Radians
Probability and Statistics	<p style="text-align: center;">Statistics:</p> <ul style="list-style-type: none"> -Graphical representation including bivariate graphs, scatter graphs, box plots, cumulative frequency graphs - Correlation; qualitative handling <p style="text-align: center;">Probability:</p> <ul style="list-style-type: none"> Venn diagrams, tree diagrams, theoretical probability, two-dimensional grids, 	<ul style="list-style-type: none"> -All topics from standard course plus extension: - Survey, Bias, Sampling, Correlation, Outliers, Different ways of Display data, Analyze Data, Estimation of Mean, cumulative frequency, Quartiles, interquartile range, box plots -Grouped data -Histograms for continuous data Probability; -Addition and multiplication rules - Conditional probability.



SCIENCE

Science in MYP5 will allow you to extend your knowledge in biology, chemistry, and physics. We will explore scientific concepts, problem-solving, new research in the topics, and lab work to learn through experimentation.

Unit Title	Content
<p>Chemistry: Moles and Stoichiometry</p>	<p>What is a mole Concentration units Dilution and volumetric analysis Acid/base titrations</p>
<p>Chemistry: Introduction to Organic Chemistry and Polymers</p>	<p>Polymerisation Reactions Properties of polymers based on their structure</p>
<p>Physics: Radioactivity</p>	<p>Half-lives Transformation equations Current issues</p>
<p>Physics: Energy and motion with higher-level calculations</p>	<p>Calculating kinetic, elasticity, and GPE Use in real-life situations</p>
<p>Biology: Genetics</p>	<p>DNA, RNA, mechanisms of genetics, human genetics, agricultural hybrids, current issues/ advancements with genetics</p>



INDIVIDUALS & SOCIETIES

Individuals and Societies in MYP5 will examine concepts such as urban development and sustainable management; understand how political and social change can cause transitions in power; explain the reasons why individuals form social groups; and conclude how opposing political perspectives can define an era in global power interactions.

Unit Title	Content
<p>Urbanization, the environment, and sustainable management</p>	<p>Focus on Sustainable Development Goal #11: Make Cities and Human Settlements Inclusive, Safe, Resilient and Sustainable.</p> <p>Carbon Footprints Problems Urban Areas Face Relationship between innovation and sustainability Examples of sustainable cities</p>
<p>Power and Authority Hitler and the Nazi Party</p>	<p>Hitler's Consolidation of Power Nazi Ideology and Worldview Control Mechanisms Economic Policies Foreign Policy and Aggression War Crimes and Genocide</p>
<p>Sociology Why do Individuals form social groups?</p>	<p>Sociological Theories: Durkheim, Marx, Weber, Simmel Economic Systems: Slavery, Feudalism, Capitalism, Communism Culture, Culture Diffusion Social Media and Social Media Influencers</p>
<p>The Cold War</p>	<p>Origins of the Cold War The Truman Doctrine and The Marshall Plan Formation of NATO and the Warsaw Pact The Arms Race and Nuclear Proliferation Proxy Wars Détente and the Easing of Cold War Tensions Legacy of the Cold War</p>



PHYSICAL & HEALTH EDUCATION

In Physical and Health Education (PHE) students will inquire about their own physical, social and mental health & wellbeing, as well as the implications that this has both locally and globally. The curriculum focuses on the key concepts: development, connections, change and relationships; all of which are explored through a combination of practical lessons, as well as theoretical discussion lessons in the classroom.

Unit Title	Content
<p>Coaching: Understanding the process of skill development</p>	<p>Skill acquisition Stages of learning Practice methods Role of feedback and Types of feedback Motivation- Intrinsic and Extrinsic</p>
<p>Playing: Developing technical and tactical skills in team sport</p>	<p>Defensive & Offensive strategies & tactics Positioning & use of space Aspects of fitness influencing implementation of tactics Observations and feedback Interpersonal skills used to be effective team member</p>
<p>Moving: Expression through movement and energy is a way of communicating with others</p>	<p>Exploring different forms of movement Watching different movements expressions/performance Reflecting on movements expressions/performance Learning/creating movement sequence Giving and receiving feedback</p>
<p>Decision Making: Develop an understanding of the relationship between physical activity and mental health</p>	<p>The connection between physical and mental health Training Principles and Training Methods Impact of physical activity on our body & minds The importance of maintaining a balanced lifestyle The short & long term impact of healthy choices</p>



ARTS

The Arts in MYP5 offer a choice between music and visual arts. Both disciplines are aimed towards the students exploring the art form and their own creativity as an artist/musician. The creative as well as the craft aspect of the subject, will be using skills on a level aiming to prepare students for the next educational level within the Diploma program (or other equivalent).

VISUAL ARTS	
Unit Title	Content
Surrealism and Dreams	Media: Digital Art and drawings. Strong emphasis on sketching. Use of digital tools to create surreal and fantastical scenes. Experiment with digital manipulation to distort reality and evoke dreamlike qualities. Conceptual Analysis, Artistic Process Documentation, Technical Proficiency, Class Critiques and Discussions.
Change and Stability	Focus on creative mind maps Charcoal drawing Develop the idea of a sequential event connected with the topic explored in the mind map and create a moving charcoal drawing. Focus on documentation and presentation of an artwork that uses two art disciplines.
Anatomy of the hand	Focus on PP. Explore different ways to create Skills, Techniques, and Processes. Art understanding through Critical Investigation. Express your ideas clearly through Communication in Annotations. Keep getting better by Reviewing, Refining, and Reflecting. Learn to present your work well and use art language effectively
Artists that match	Art History. Focus on Art analysis. CS. Art movements and artists Develop comparative studies to deepen understanding.



MUSIC	
Unit Title	Content
Exploring improvisation	How improvisation is used in different genres. Skills and techniques for improvisation on different instruments. Performance of music including improvised elements.
Creative cover	Understanding how to use genre characteristics. Transforming a piece of music from one genre to another. Personalizing by choice of genre focus. Performance of the creative work.



DESIGN

In Design students choose a project based on their interest in developing their technical skills. Students will address real-world design projects. Teachers guide them, however, students lead their own work. The class focuses on exploring complex, real-life problems in unfamiliar situations. This helps students develop critical thinking and creative problem-solving skills, which are essential for design challenges.

DIGITAL DESIGN	PRODUCT DESIGN
<p>Corporate Design:</p> <ul style="list-style-type: none"> Graphic Design Logo Design Color theory Typography Image editing 	<p>Understanding Client Needs:</p> <p>Conduct effective interviews and research to understand their client's needs, preferences, and constraints.</p>
<p>Website Design:</p> <ul style="list-style-type: none"> Graphic Design Logo Design Color theory Typography Image editing 	<p>Research Skills:</p> <p>Develop research skills to collect data to design and create a product in a particular style.</p>
<p>Arduino:</p> <ul style="list-style-type: none"> Introduction Components Programming language Challenges and chosen project 	<p>Technical Skills:</p> <p>Master the use of a variety of hand tools and joining techniques Develop skills needed to craft intricate and functional designs in woodworking and product creation.</p>
<p>3D Design:</p> <ul style="list-style-type: none"> Fundamentals and principles Visual elements 3D Software: Tinkercad Texturing 3D Printing 	<p>Orthographic Drawing:</p> <p>Develop the ability to accurately represent three-dimensional objects in two-dimensional views, aiding in the visualization and communication of design concepts.</p>
<p>Programming:</p> <ul style="list-style-type: none"> Introduction to Programming Choose programming software of interest Programming basics Programming challenges 	<p>Independent Work Skills:</p> <ul style="list-style-type: none"> Work independently to plan and build products Rely on own research, problem-solving, and decision-making skills.